

**Nebraska Department of Education
State of the Schools Web Site**

AYP Calculations and Workflow
Federal Accountability Decisions

**1. Performance for Reading (Indicator 1) and Mathematics (Indicator 2)
Results**

The AYP data is from the Nebraska Student and Staff Record System (NSSRS). Refer to the Nebraska Student and Staff Record System (NSSRS) Guidance for Assessment Calculations, found at:

<http://www.nde.state.ne.us/Assessment/documents/NSSRSGuidance-STARSandAYPCalculationsMay142008.pdf>, for information on the process (business rules) for determining AYP data.

Note: "MET with confidence interval" is only displayed on the SOSR Preview for district review.

For each grade span, school, district and group of 30 or greater, determine AYP status for performance.

- A. Determine group size. Exclude groups that are less than 30 and less than 10. A ~ (tilde) will be shown at the grade level and for every group that is less than 30 for statistical reliability and an * (asterisk) will be shown at the grade level and for every group that is less than 10 for privacy.
- B. Using the Overall Performance Level (OPL) for each student, determine the percent proficient and check if it is equal to or greater than the state goals. If MET, apply "real score".

State Goals		
	Reading	Math
Elementary	81%	83%
Middle School	81%	79%
high School	83%	81%

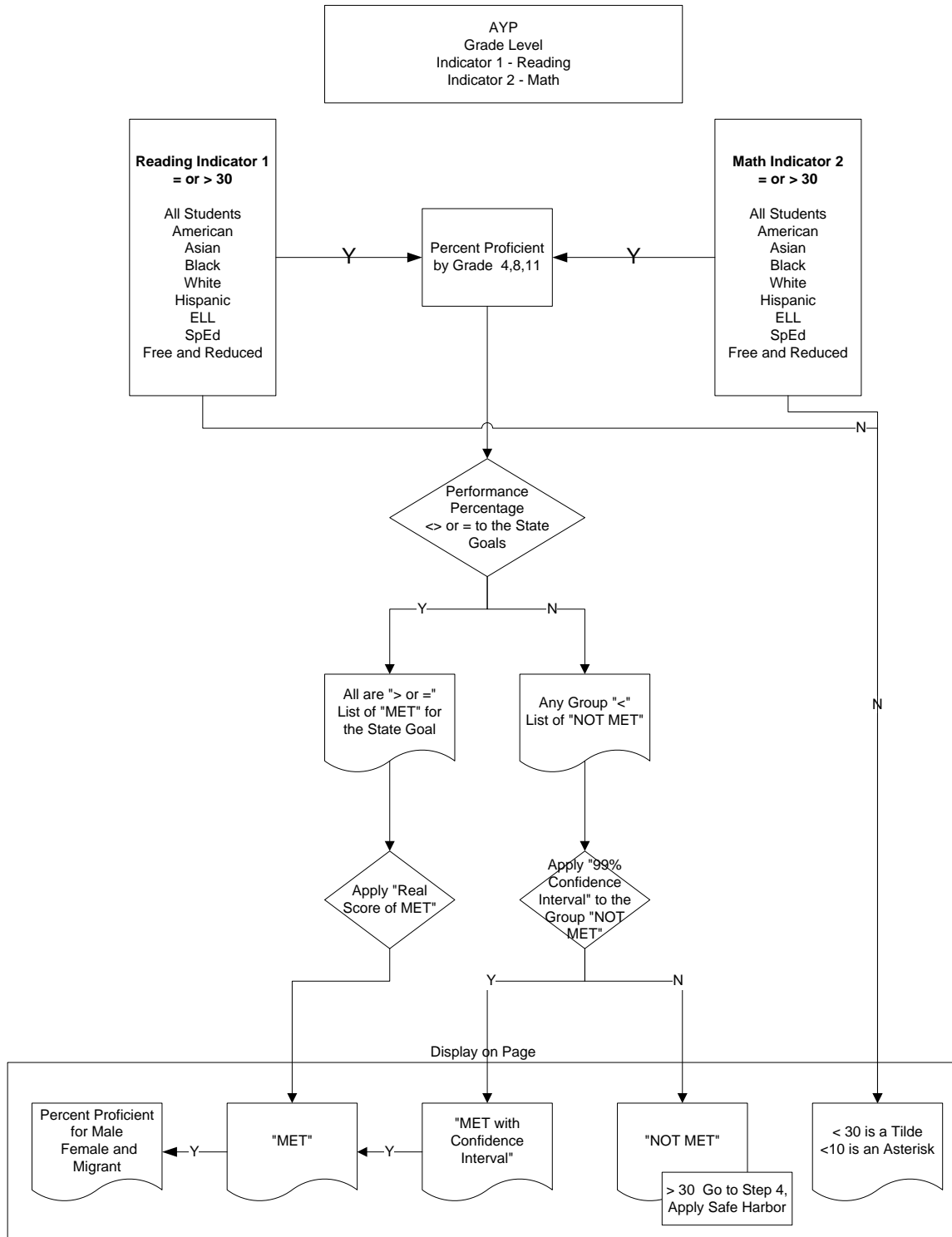
- C. If the "real score" is NOT MET, apply the 99% confidence interval to determine the range of acceptable scores. If the percent proficient falls within the range, the NOT MET becomes a MET with CI.
- D. All others are NOT MET. Safe Harbor will be applied in subsequent process.

Figure 1.0

The following diagram shows how the performance indicators for Reading and Math are processed. NOTE: Although Grades 4, 8 and 11 are shown, Grade 4 is the elementary grade span, grade 8 is the middle school grade span and grade 11 is the high school grade span.

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2. Participation Rate (Indicator 3) for Reading and Math Results

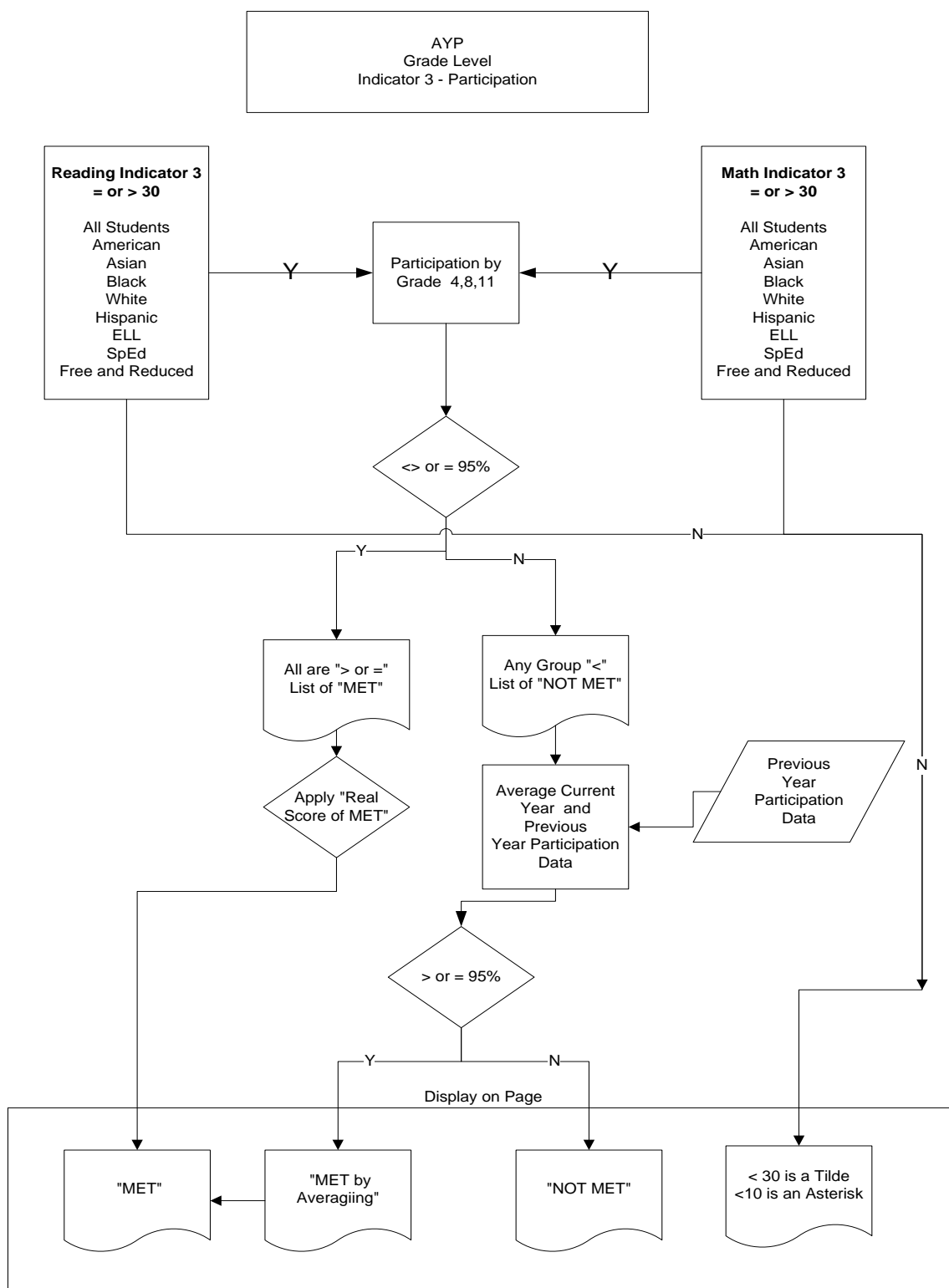
Figure 2.0

1. For the participation rate, the count of students, enrolled the last day of the school year as reported on the June 30 Year-end Student Snapshot, who have the following are considered “not assessed”:
 - Parent waivers (code 4) Assessment Status [Assessment Fact: Assessment Status (15)} code (4)
 - Modification (code 1) or out-of-level assessments (code 3) for any student including students with disabilities and English Language Learners Testing Modifications [Assessment Fact: Testing Modification (34)];
 - Code “N” (not assessed), for all standards reported Performance Level Code [Assessment Response: Achievement Level (13)]
2. The number of students participating will be determined by subtracting the “not assessed” total from the total number of students assessed on least one standard. This number maybe larger than the number of students enrolled a full academic year in Part A above.
3. If the participation rate for any group, school, or district is a NOT MET, the current year and the previous year’s data are averaged to determine the participation rate.

The following diagram shows how the participation indicator for Reading and Math is processed.

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3. Other Academic Indicators and Assessment Quality

Note: “MET with confidence interval” and “MET by comparison” are only displayed on the SOSR Preview for district review.

For each grade span, school, district and group of 30 or greater, determine AYP status for the other academic indicators.

Writing Performance for grades 4 and 8

- A. Determine group size. If less than 30, add previous year’s participation count to current year’s count, calculate a weighted average of the percent proficient to use as the “real score”. Exclude groups that are less than 30 and less than 10.
- B. A ~ (tilde) will be shown for groups that are less than 30 and an * (asterisk) will be shown for groups that are less than 10.
- C. If the percent proficient is greater than or equal to the state goal for the grade, then MET.

Grade	State Writing Goal
4	62%
8	61%

- D. If the percent proficient is below the state goal, apply the 99% confidence interval to determine the range of acceptable scores. If within the range, the NOT MET becomes a MET with Confidence Interval (CI).
- E. All others are NOT MET.

Graduation rate for all high schools

The graduation rate used is from the prior school year. The “previous” data is from two years ago.

- A. If the graduation rate is equal to or greater than the State goal of 83.79%, then MET.
- B. Otherwise, if current year graduation rate is greater than previous year graduation rate, then MET by comparison.
- C. All others are NOT MET.

Quality of the STARS assessment (District level data)

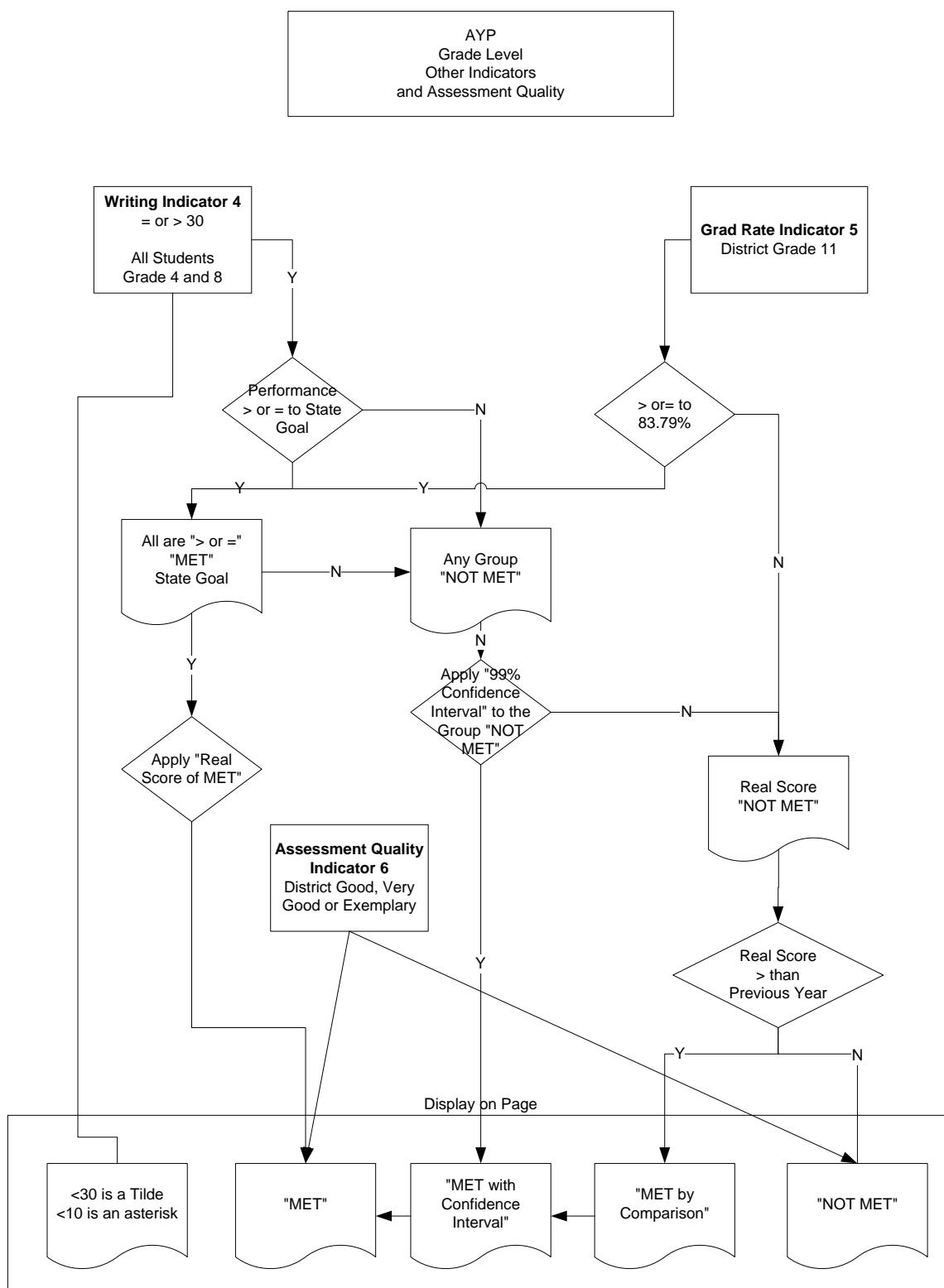
- A. The assessment qualities of both reading and mathematics are checked.
- B. If the ratings are Good, Very Good or Exemplary in both reading and mathematics, then MET.
- C. If there is any NOT MET, then NOT MET.
- D. If NO RATING in either reading or mathematics then there is no AYP decision.

Figure 3.0

The following diagram shows how the other academic indicators are processed.

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4. Determining Safe Harbor

Safe Harbor is a separate calculation done **after** the calculation of AYP for groups, schools and for districts.

Determine safe harbor for group, school or district that qualifies based on:

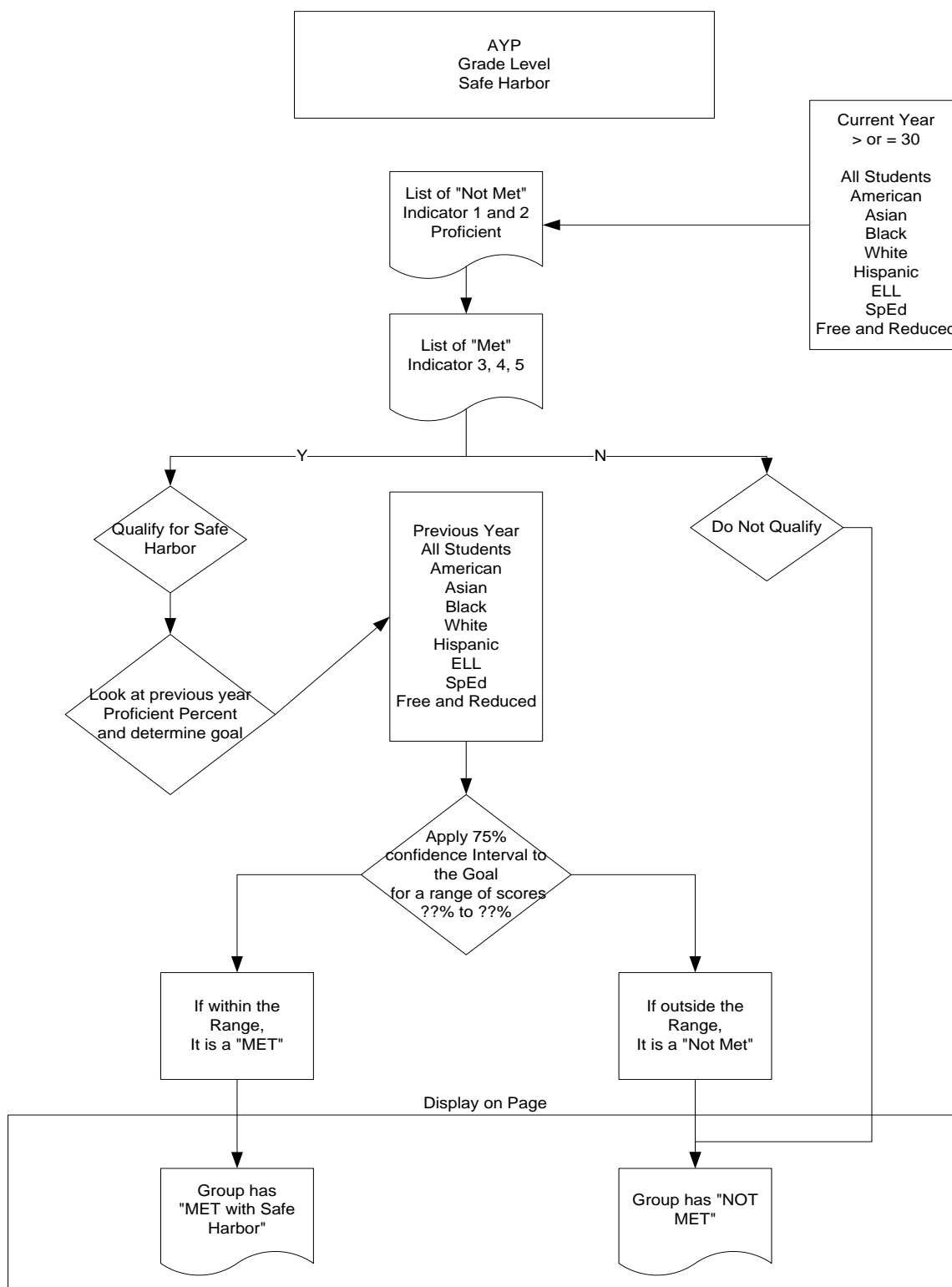
- A NOT MET for performance indicator 1 or 2.
 - A MET on indicators 3 and 4 (or 5)
- A. Calculate the percentage below proficient from Previous Year's data for the group (i.e., 60% proficient last year equals 40% below)
- B. Determine a safe harbor goal (i.e., $40\% \times 10 = 4$; the goal is 36%)
- C. Apply a confidence interval of 75% to determine an acceptable range of scores for the safe harbor goal
- D. Compare the percent below proficient this year to the acceptable range of scores from the use of the confident interval for that safe harbor goal.
1. If the percentage of the group below proficient is equal to or greater than the safe harbor goal, that group has earned a MET with Safe Harbor
 2. All others are NOT MET

Figure 4.0

The following diagram shows how the Safe Harbor is applied and processed.

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5. Federal Accountability (AYP) for School Buildings, Districts and State

For each grade span, school, district and group of 30 or greater, determine AYP status for School Buildings and School Districts.

School Buildings

- A. Consider all grade spans.
- B. Determine AYP Decision. All must be MET in all grade spans to be a MET.
- C. Any NOT MET is a NOT MET.

School District Grade Spans

- A. Aggregate data from multiple attendance centers by same grade level.
- B. Determine AYP Decisions. All must be a MET in all grades to be a MET.
- C. Any NOT MET is a NOT MET.

State

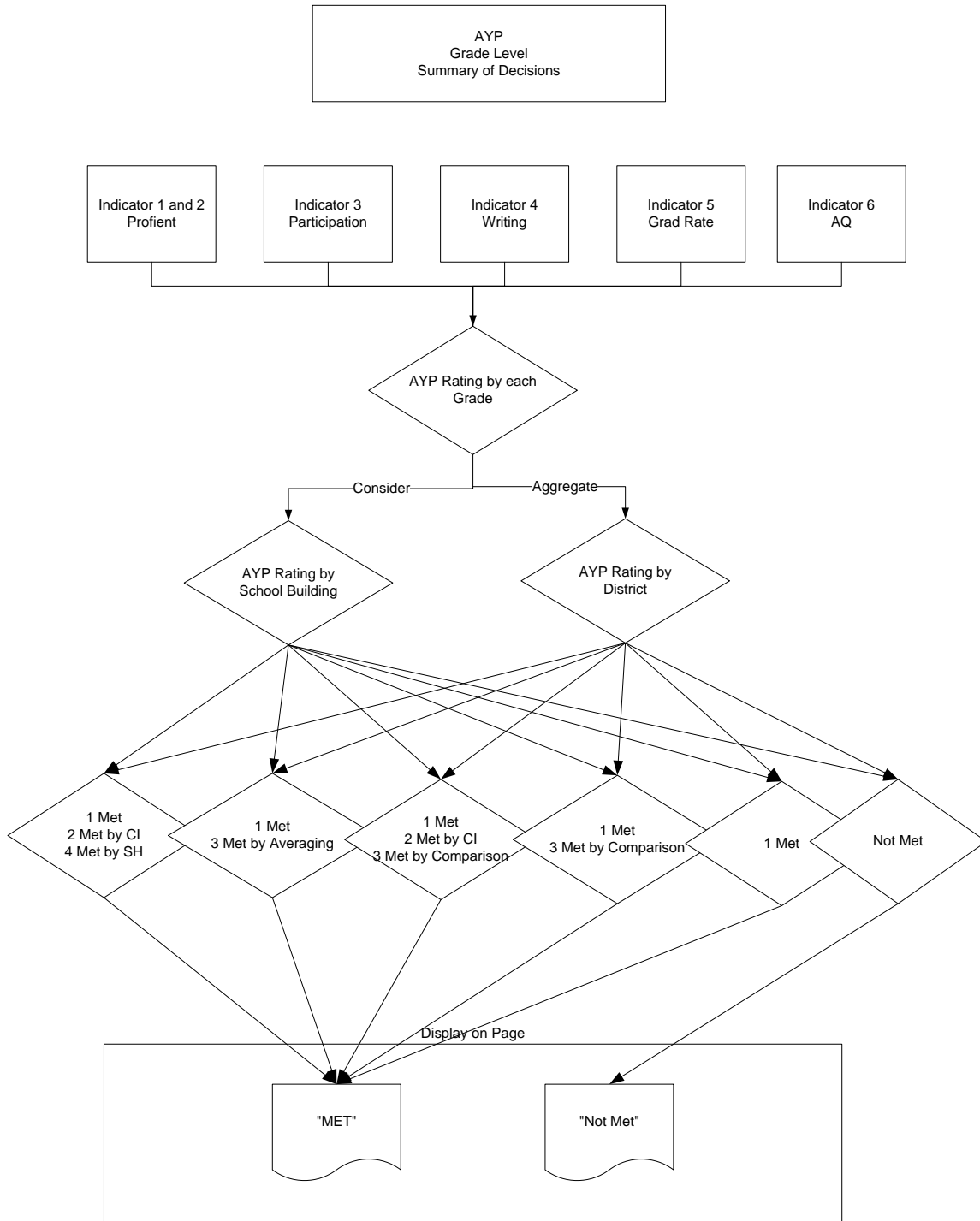
State level data is aggregated and provided in percentages by grade span.

Figure 5.0

The following diagram shows how the indicators are combined and aggregated for school buildings, districts and state.

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6. State Accountability Decision (STARS)

At both school and district level, there is a State Accountability Decision based on the ratings the district received for the STARS assessments for each grade level (grades 4, 8 and 11). The latest available STARS ratings are used.

The State Accountability Decision is also displayed as the “Federal Accountability (AYP) Small Schools” on the State of the Schools Report.

It is determined on four criteria:

1. Reading performance rating
2. Math performance rating
3. Reading assessment quality rating
4. Math assessment quality rating

Reading		Math		STAR
Performance	AQ	Performance	AQ	
All four are not available (no students or no rating)				(No rating)
MET	MET	MET	MET	MET
Any NOT MET				NOT MET

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7. AYP Status Decisions for Consecutive Years of Progress

For each grade span, school, district and group of 30 or greater that has a decision available, compare current year's Federal Accountability Decision with previous year's Federal Accountability Decision for consecutive years of progress. Groups that do not have a decision are not considered. Title 1 schools are identified and the status decision will be made separately.

School Building

AYP Status Decision for each indicator in **both years in all grade levels**

- A. Compare reading percent proficient and reading participation rate
 - a. All are MET then is a MET
 - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- B. Compare Math percent proficient and Math participation rate
 - a. All are MET then is a MET
 - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- C. Compare writing percent proficient at grades 4 and 8 or the graduation rate at high school
 - a. All are MET then is a MET
 - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- D. Compare Quality of the STARS assessment rating
 - a. All are MET then is a MET
 - b. Otherwise is a NOT MET, except if NOT MET in both years then is NEEDS IMPROVEMENT
- E. Compare Federal Accountability Decision from previous year
 - a. If the Federal Accountability Decision for previous year is NOT MET and the Federal Accountability Decision for current year is MET, then the AYP Status Decision is NOT MET, IMPROVEMENT SHOWN.
 - b. If the Federal Accountability Decision for either year is missing then the AYP Status Decision is NOT ENOUGH INFORMATION.

Title I Schools (AYP Decisions hard coded for display)

AYP Status Decision for Small Title 1 Schools

These small Title 1 schools have no groups of at least 30. For these schools, the State Accountability Decision is their AYP Status Decision and is as follows.

- A. Compare State Accountability Decision for pervious year and current year.
 - a. If all are MET, then MET,

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- b. Otherwise it is NOT MET, except if all are NOT MET in both year, then it is NEEDS IMPROVEMENT
- B. Compare Federal Accountability Decision from previous year
 - a. If the Federal Accountability Decision for previous year is NOT MET and the Federal Accountability Decision for current year is MET, then the AYP Status Decision is NOT MET, IMPROVEMENT SHOWN.
 - b. If the Federal Accountability Decision for either year is missing then the AYP Status Decision is NOT ENOUGH INFORMATION.

At the grade level and for every group of 30 or greater that has a decision available, compare current year's Federal Accountability Decision with previous year's Federal Accountability Decision for consecutive years of progress. A school or district starts the consecutive years of progress anew:

School

- a) When the grade configuration changes by two or more grade levels that include grades being reported for STARS assessments.
- b) When the enrollment of the building increases or decreases by at least 60% from the previous year.

District

- a) When the grade levels in the district change from a Class IV (high school only) to a K-12 district.

Groups that do not have a decision are not considered. Title I schools are identified and the status decision will be made separately.

Figure 7.0

The following diagram shows how the continuous progress is applied and processed.

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